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discusses the primitive village, medieval manor, the village community in America, and the disintegration of the village community. In part two the modern community is defined, types of communities are described, the evolution of the community is discussed, and there is a great deal of material dealing with the institutions of the community, such as the family, the church, the school, the library and the hospital. The last part of the book defines the problem of community reconstruction, discusses the programme of community reconstruction, and the agencies of community reorganization. The materials consist of articles and studies which have appeared in magazines from time to time.—E. W. K.

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ACQUIRING SKILL IN TEACHING. By James R. Grant. Silver-Burdett Company. Pages XII + 222.

The purpose of the volume is to guide the reading, the thinking, and the practice of prospective teachers and teachers already in service. Each chapter is composed of a number of short pedagogical statements, some of which are true and some of which are questionable. The introduction to the volume is written by Professor William H. Kilpatrick, of Teachers College, Columbia University. Professor Kilpatrick declares that "Acquiring Skill in Teaching" is evidence of the tendency now to make a new type of textbook—a book which promotes better teaching service through individual thinking, research, and discussion. "Whoever goes through this book in the fashion here outlined will surely think," says Professor Kilpatrick in the introduction, "and thinking thus will, I must firmly believe, come from the study with a vastly increased stock of thoughts worked over into the very warp and woof of his own mind." The five chapters in the book are designated as follows: The teacher, the school and the community; principles of education and administration; the technique of teaching; school hygiene; human nature. There are included also two teacher rating cards, one for recitation work and the other for work in general. Suggested references are given at the end of each section of each chapter.—E. W. K.

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RURAL LIFE AND THE RURAL SCHOOL. By Joseph Kennedy. The American Book Company. Pages 189.

This book is addressed to the men and women who are interested in rural life and rural education. The author has tried to avoid the speculative theories on the one hand and the depressingly practical details on the other, and has addressed himself chiefly to the

intelligent men and women everywhere, to the farmer and the farmer's wife, to the rural school teachers, to county boards of education and to leaders of rural communities generally. There are chapters on rural life, the urban trend, a backward and neglected field, the consolidation of rural schools and transportation, the rural school curriculum, rural school supervision, leadership and coöperation, the farmer and his home, and the social center. The book should be of value to rural teachers and rural school administrators.—E. W. K.

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TEACHING A DISTRICT SCHOOL. By J. W. Dinsmore. The American Book Company. Pages 284.

This book is intended for young teachers, and is an attempt to make practical suggestions for teaching in rural communities. The book is prepared out of a long and wide experience with country schools; and while it differs very slightly from the usual run of such books, it contains many practical and helpful suggestions.—E. W. K.

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RURAL SOCIOLOGY. By John M. Gillette. Macmillan Company, 1922. Pages XII + 571.

This is not a revision of the author's earlier work on rural sociology which was published in 1913. The present volume is an entirely new work which is based on many years of cumulative research, which makes it factual, representative, and comprehensive. The chief value of the present volume is its conscious effort to make clear the actual conditions of rural life; and although it imbraces in general the whole field of rural sociology it succeeds admirably in giving a picture of the rural situation in the United States. In the main the book avoids vague theories and generalizations but draws conclusions and makes inductions wherever the facts presented permit. There is a detailed discussion of population, health, poverty, anti-social classes, race and nationality, and each discussion of these topics is followed by a thorough analysis of economic conditions and problems. There are sections also on the school, the church, the home and on rural progress. The book is divided into seven parts: rural society; rural sociology; the nature of rural society; conditions and movements of the rural population; economic conditions and problems; rural institutions; town and country; some special features of rural progress. Each chapter is followed by complete and suggestive bibliographies consisting of books and articles of value to the student of rural life generally.—E. W. K.